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PERSONALITY DEVELOPMENT IN THE YOUNG CHILD

A radio talk by Dr. Mandell Sherman, Superintendent, Washington Child Research Center, on the Department of Agriculture noonhour program through Station WRC and 17 other stations associated with the National Broadcasting Company, on Monday, May 6, 1929, at 1:23 p. m., Eastern Standard Time.

Many people believe that heredity determines whether the baby will develop into a good man or a bad man, a strong or weak man, a soldier or a poet. Our knowledge at present is very encouraging because we know that at least so far as personality goes a newborn baby is entirely free from any hereditary taint. Blue eyes, brown eyes, the color of the hair and to a certain extent the size and shape of the body are traits that we find passed along in families, but the characteristics which stamp the personality are not inherited. Personality, or the characteristic way a person behaves, is the result of what happens to him from babyhood on. Certain physical and intellectual capacities which the child inherits may make it easier for him to behave in one way or another but the way he really does behave is determined by his experience,--by what he learns from the things going on about him.

It is perfectly possible to make the young baby irritable and aggressive by excessive handling, or to make him even-tempered by dealing with him more wisely. The newborn baby does only a few things;- he cries, and he moves his hands and arms and legs about in an apparently aimless and uncontrolled way. If the sounds and the movements he makes bring him immediate attention he soon learns to connect the pleasant attention with his sounds and movements. It is surprising how soon the baby does learn to control those about him. And little by little the way that he behaves spreads throughout the day's activities. The baby who laughs in his bath or coos over his bottle transfers such happy responses to the other experiences that come to him in the course of the day, and the baby who is irritable in one situation is very likely to be irritable in many others. We are thinking, of course, only of well babies--babies who are well nourished.

I am trying to show you the influence that you and I as adults have on the baby's personality. Though undesirable characteristics are never to be taken too seriously in the newborn, still the adults who are responsible for the child's training must know how to deal with each trait lest undesirable ones take such deep roots that they influence personality development. A great stride forward in personality comes with the beginning of spoken language and of runabout activities. The child who can express himself in words and get around the house at will makes himself felt as an individual more than the baby who must stay in his crib or his play pen and try to make the grown-ups come at his bidding. The runabout, or the toddler as he is called in some of the books for parents, has to learn to deal with other children and with adults,--he has to find out how to behave socially. It is at this time that we recognize the earmarks of his budding personality; we see certain traits dominating certain other traits, and find one child shy while another one is self-confident perhaps even to the extent of boldness. Some children respond to attention by "showing off"; some may run away from strangers; some may try to solve problems with tears, with impatience or with rage. It is easy to observe the personality characteristics of the young child because he has not learned to restrain his natural responses or to hide them as adults do.

The outstanding aim of the young child is to have his own way,-- to get what he wants from his surroundings and from the people about him. He does not have the adult standards that we have; he sees nothing wrong in hitting his playmate over the head with the sand shovel when he wants to get a sand bucket from him. He uses various methods to gain his desires. To get his way with his mother he may throw a temper tantrum at the table, or he may sulk if he has found by experience that sulking works with mother, father or grandmother.

And strange to say, as intelligent, grown-up people in full charge of all our faculties, we are very inconsistent in dealing with the various methods our children use. We may be struck by horror when our small son whacks his playmate over the head, but we may think it cute when he throws himself on the living room floor in a temper outburst. We may make the mistake of punishing him violently for one type of misbehavior and laughing at him heartily for another. Severe punishment is not satisfactory because the child does not understand in what way he has behaved badly, so he does not understand why he is being punished and he becomes resentful. His behavior is likely to become worse rather than better according to our adult standards. Laughing at him delights him so that he is almost sure to repeat the temper tantrum or other antic that brought him applause.

It is up to us as adults to feel our responsibility in dealing with children from babyhood on, from the time they first begin to live, to cry and to move, until their responses become more easily recognized by us as the result of how we ourselves are behaving before them. We must remember that every dominant characteristic of the personality is influenced by experience and by training. The little baby moving and crying in his crib must have the attention that he needs for his physical comfort without excessive handling or response to his whims. We have all seen, and perhaps most of us have done, what I saw an imprudent young mother doing the other day: Her baby was throwing his toy out of the baby carriage, and the mother was handing it back,-- time after time this was repeated. It was cute of the baby because mother had time just then to give her full attention to picking up the toy. It did not occur to her that she was helping the baby form a bad habit, that of expecting the wrong kind and too much attention. Some day when that child cries angrily because mother gets tired of handing back playthings mother will wonder where baby got such a bad temper! And so it goes. Every habit, every response a child makes, can be traced back to some early experience and usually to an experience that was entirely under the control of adults.

It is up to us to develop well-balanced personalities in our children. We must help the child learn that different situations require different responses. He must learn that he cannot behave in a large group as he does when he is alone in his own playground. He must come to understand that it is necessary to respect the personality and the property of others, and to develop habits that will not conflict with the rights and the happines of others. Gradually the child's personality must be developed so that it is definitely stamped by independence and self-assurance but tempered by the social traits that allow for sharing with and respecting the individuality of others.

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THE AMERICAN DAIRY SCIENCE ASSOCIATION

A radio talk by Mr. G. C. White, President, The Connecticut Agricultural College, delivered through Station WRC and 16 other stations associated with the National Broadcasting Company, June 26, 1:30 p.m., Eastern Standard Time.

The parent organization from which the American Dairy Science Association is the lineal descendant came into being, I understand, through the initiative of a few men who were in attendance at the Graduate School of Agriculture while in session at the University of Illinois in the summer of 1904. The original organization received the name of the Official Dairy Instructor's Association by which it was known until the present name was adopted some fourteen years later.

The change of name and the present diversity of interests of its members reflects the rapid changes that have occurred and are occurring in the dairy industry. In 1904 the staffs of College Dairy Departments rarely consisted of more than three men, more often only one or two whose time was largely occupied in teaching the few students who sought information in this field, and in the administration of modest departmental affairs. Butter and cheese were farm-made mostly, ice cream was scarcely known as a commercial article and fluid milk was dispensed by the individual producer so that dairy products were largely supplied by men who had just grown into it.

It is really an astounding development that has occurred in the dairy industry through the introduction of technical and scientific devices and methods during the past third of a century. The general application of chemistry to industry is perhaps the only parallel that fully suggests the evolution that has taken place in dairy practices, and in this forward movement in dairying the biological and physical sciences have shared fully with chemistry in contributing to a new era.

As the American people moved rapidly forward in industry and commerce in quest of the greater satisfactions of life it has come to rely abundantly upon superior quality dairy products. This condition has furnished the urge for the development and perfection of methods in dairying which have made a great variety of dairy products equally available in the teeming city or rural hamlet. Standards arising from modern conditions have directed efforts toward producing products uniformly high in quality, safe and free from injurious bacteria, correctly balanced in nutritive factors, and possessing facility of movement and storage.

These several factors and conditions have furnished the stimuli for the advancement of an industry tremendous in volume and so great in the reliance that people have placed upon it that the expansion of the American Dairy Science Association through the growth of scientific and technical staffs in Colleges, in the U. S. Bureau of Dairy Industry, and in commercial concerns as well is an inevitable outcome.

Modern dairy practices have brought forth the application of chemical, physical and biological sciences to an ever increasing extent. This in turn has not only stimulated research but it has tended to cause concerns to become manned with personnel possessed of scientific and technical training; and in addition it has called forth a body of educators known as extension workers whose business it is to hasten the forward progress of the farmer in this general procession; and along with this development have come numerous and vast economic problems pressing

on all sides. In no other country have methods and equipment kept abreast of the rapid pace set by those engaged in the American dairy industry.

Now those who have listened to this discourse will perhaps have arrived at the conclusion that the dairy industry does not consist merely of a homogeneous group of workers in dairying but that there are groups of specialists in educational institutions and in industry, who while having common interests and knowledge have very special interests as well. This situation accounts for the several sections that have sprung up in the American Dairy Science Association during recent years, viz.: the dairy products manufacturing section; the dairy production section; the official cattle record testing section; the dairy extension section; and the dairy economics section. Except when the main association is in session during the first day of this three day convention these various sections will convene for the purpose of discussing recent developments in specialized fields.

In addition there are three geographic divisions of the American Dairy Science Association, viz.: the Eastern division; the Western division; and the Southern division. These divisions carry on work that is particularly applicable to these three regions and in so doing also afford an opportunity of attendance of members who because of time and expense may be unable to attend the annual convention of the main association.

The American Dairy Science Association meets annually during the latter part of June in different parts of the country, last year meeting at the University of Wisconsin. The association also holds a brief meeting including a few section meetings at the time of the National Dairy Exposition, which this year and for an indefinite future period will be held in St. Louis during October.

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YIELD AND COMPOSITION OF PASTURE GRASS.

A radio talk by Mr. H. B. Ellenberger, Vermont Agricultural Experiment Station on the noonhour program through Station WRC and 17 other stations associated with the National Broadcasting Company, at 1:35 p.m., Eastern Standard Time, Thursday, June 27, 1929.

---ooOoo---

Pasture plays a very important role on any farm where a considerable portion of the cash receipts are derived from livestock or livestock products. In general, it is considered a cheap feed of superior quality for milk production but data relative to the yield and composition of pasture grass has been meager. I will give a brief summary of records from 14 pastures of various types obtained over a period of three years.

The total yield of herbage was found to range from 700 to over 20,000 pounds of green grass or from 260 to over 4,000 pounds of dry feed per acre. The average acre yield was 7,800 pounds of grass or 1,700 pounds of dry feed. A timothy field used as pasture yielded nearly 14,000 pounds of grass or 2,800 pounds dry feed. In contrast with this, four hill pastures averaged to produce only 940 pounds of grass or 350 pounds of dry feed per acre.

The average daily acre growth of green grass amounted to 40 pounds the middle of May, 75 pounds early in June, 50 pounds in mid-July, 70 pounds about August 10, 20 pounds in September and about 5 pounds through October. After the last of August, growth is very meager.

Samples of grass plucked from the open pasture and simulating that eaten by the cow showed a surprisingly uniform composition through the season.

Quantity rather than quality is clearly the dominant factor affecting the carrying capacity of closely grazed pastures.

The grass averaged 4.3% digestible protein and 21.3% total digestible nutrients.

The yields of total digestible nutrients per acre for the full season ranged from 90 to 2340 pounds averaging 950. These would support a 1,000 pound cow giving 20 pounds of 4 per cent milk for 6 to 158 days, an average of 65.

The approximate milk production capacity of the pastures ranged from 120 to 3,160 pounds per acre averaging 1,300.

Most pastures were so closely grazed, even in the flush season, that a cow giving only 20 pounds of milk per day should not be expected to gather enough grass to supply her needs but should be given supplementary feed.

Closely grazed pasture grass more nearly resembles a concentrate than a roughage in composition and judged by feeding standards it carries a greater proportion of protein than the milking cow requires. Therefore, the protein content of supplementary grain rations may be relatively unimportant but they must supply a sufficiency of total digestible nutrients. There may sometimes be a shortage of phosphorus which may possibly be supplied, at least in part, by bran, cotton-seed meal and linseed oil meal, but whether or not their use in pasture rations is thus justified is not definitely known.

If the ratio of Ca/P in the ration should be as low as several investigators have suggested, it would seem better policy to use a phosphorus carrying mineral supplement such as bone meal, than to feed ground limestone to cows on pasture.

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THE USE OF THE SELF-FEEDER IN WINTERING DAIRY HEIFERS.

A radio talk by Professor H. O. Henderson, University of West Virginia, on the noonhour program, through Station WRC and 17 other stations associated with the National Broadcasting Company, at 1:40 p. m., E. S. T., Thursday, June 27, 1929.

The use of a self-feeder in the feeding of livestock first received its widespread endorsement from hog feeders in the central west. It met with such universal favor with them that the same principle has been tried in a limited extent with dairy cattle.

Recently results have been obtained from an experiment carried on at the West Virginia Experiment Station on the use of the self-feeder in which different groups of dairy calves and heifers were used.

The self-feeder groups were allowed free access to a hopper filled with corn-meal, wheat bran, and linseed oil meal and were allowed free choice of these feeds. They were also given all of the hay (usually alfalfa) and corn silage that they would consume. The hand-fed groups were fed approximately one pound of hay and three pounds of corn silage per 100 pounds of liveweight and a grain mixture of 300 pounds wheat bran, 200 pounds of corn meal and 150 pounds of linseed oil meal fed in such a way that they were receiving approximately their requirements according to the Morrison Feeding Standard. In the spring, usually about May 5 to 10, they were all turned out into a common pasture where they were all handled in the same manner.

The self-fed heifers made much greater gains during the period when they were fed by means of the self-feeder than did the heifers fed by hand. At the end of the winter feeding period they were much larger as measured both by height at withers and weight. When, however, they were turned on pasture during the following summer the heifers in the hand-fed group grew much faster than did those in the self-fed group. In other words the heifers which were fed by hand made up for their slow growth during the winter months by making greater growth during the summer months when they were on pasture and by continuing to grow for a longer period of time. The self-fed heifers grew very little after they reached the age of 18 or 20 months while the hand-fed continued to make gains for six to eight months longer.

To make these greater gains, the heifers fed by hand consumed more roughage and less grain than did the self-fed heifers. The amount of grain consumed by the self-fed group was almost four times that of the hand-fed group. The amount of digestible protein consumed per pound of gain was on the average more than 100 per cent greater for the self-fed heifers than for the hand-fed ones if the amount which was received from pasture was not considered.

The amount of total digestible nutrients consumed per pound of gain was on the average about 50 per cent greater for the self-fed group than for the hand-fed group in the case where no account was taken of the amount received from the pasture. However, when the heifers were on winter feed, there was very little difference in the amount of total digestible nutrients consumed

per pound of gain. When the hand-fed group was fed below their requirements as denoted by the Morrison Feeding Standard, they required considerably more per pound of gain than did the self-fed group.

The hand-fed animals made most of their gain when on pasture, while the self-fed animals made most of their gains during winter feeding. In one case, the self-fed group made only 15 per cent of their gain on pasture while the hand-fed group made 57 per cent of their total gain on pasture.

As far as health is concerned, dairy heifers can make proper selection of grains but not as to the proper and most economical food value. It was not found that the self-fed heifers came into milk at any earlier age nor did they seem to possess any better dairy qualities than did those fed by hand.

In conclusion it can be said that the self-feeding of grain is a costly method of raising dairy heifers, as they make their growth at the expense of large quantities of high priced grains and small quantities of roughage and pasture as compared to heifers fed by hand.

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GRINDING ROUGHAGE

A radio talk by Mr. T. M. Olsen, South Dakota State College, through Station WRC and 16 other stations associated with the National Broadcasting Company, June 27, 1929, 1:30 p.m., Eastern Standard Time.

---ooOoo---

The roughage in a ration usually constitutes the cheapest source of feed nutrients. Profitable feeding, therefore, requires that roughage be fed in liberal amounts. If any processing of the roughage will enhance its nutritional value without materially increasing its cost such processing can be recommended in the feeding of dairy cows.

Several experiment stations have done more or less work on the grinding of roughages. Time will not permit to give in detail the results of their experiments, but their findings can be summarized as follows:

1. The grinding or cutting of roughages particularly those of good quality, increases their feeding value but slightly if at all.

2. The increased production due to ground roughages is not sufficient to offset the increased cost of grinding or cutting the roughage.

3. The cutting or grinding of roughage does not increase digestibility. (The results of one station worker do not agree with this general conclusion.)

The work which I wish to report from the South Dakota Station includes four 90-day feeding trials, with the following roughages -- alfalfa hay, sweet clover hay, alfalfa hay and corn stover, fed in equal parts by weight. Two trials were conducted with the last named roughages.

Eight digestion trials were conducted to determine the digestibility of

1. Whole vs. ground roughage when fed alone.

2. Whole vs. ground roughage when fed with concentrates.

3. Whole vs. ground roughage when fed with a complete ration.

The cost of grinding of the roughages was supervised by the Agricultural Engineering Department.

The trials at the South Dakota Station indicated a slight increase in milk production from the same cows when the ground roughages were fed.

It was noted that there was a slight increase in body weight of the cows when the ground roughages were fed, but the increase in weight is so slight that it can be disregarded.

When a coarse roughage, such as corn stover was fed with alfalfa hay, it was observed that the cows ate the alfalfa hay first, and then proceeded to eat the corn stover, selecting the finer parts such as the leaves and the finer parts of the stalk.

On the basis of the prices we used, the feed cost to produce 100 pounds of milk with the ground roughages was $1.59. The feed cost to produce 100 pounds of milk with the whole roughages was $1.56. A saving of about 3 cents in favor of the whole roughage.

These data indicate that there is no saving in feed cost of milk production by grinding the roughage.

The results of the digestion trials at the South Dakota Station indicated no increase in digestibility when the roughage was ground. This was true when the roughage was fed alone, mixed with ground grain, or fed with a complete ration.

It was noted that the cows ate the ground roughages in considerably less time than when the same roughages were fed whole. In four 10-day digestion trials each of four cows took more than twice as long to eat the whole roughage as they did to eat the same number of pounds of the roughages ground.

In the chewing of the cud it was noted that the cows devoted more time to this process when ground roughage was fed.

So, to sum up, our conclusions are these:

1. The production of milk and fat was increased slightly when ground instead of whole roughages were fed.

2. The increase in production was not sufficient to offset the cost of grinding.

3. The feed cost of milk production was increased slightly when ground roughages were fed.

4. The mixing of grain with the ground roughage does not increase the digestibility of the entire ration.

5. The grinding of good roughages for dairy cows is neither necessary nor profitable.

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RESEARCH IN DAIRYING.

A radio talk by Mr. C. H. Eckles, Chief of Division of Dairy Industry, University of Missouri, on the noonhour program through Station WRC and 17 other stations associated with the National Broadcasting Company, at 1:30 p.m., Eastern Standard Time, Friday, June 28, 1929.

When the first written records were made about 6,000 years ago, milk was already an important part of the daily food of mankind. A surprising fact is that the practices followed in caring for the cows kept to produce milk remained practically unchanged until near the middle of the last century. Up to this time milk was used as food, both in the sweet and sour condition, and butter and cheese were made, following methods that had changed but little from the time of Abraham.

Since 1850, within the lifetime of many now living, more astonishing changes have taken place in the dairy industry than transpired altogether in 6000 years.

What has happened since 1850 in the dairy world? Some of the most important events I will enumerate.

Successful methods of condensing and drying milk have been worked out.

The cream separator was invented and is in universal use.

The cold storage system has come into use and is a factor of tremendous economic importance.

A great chemist invented the Babcock Test.

The relation of bacteria to the keeping quality of milk and to human diseases was established.

The process of treating milk known as pasteurization came into use.

The true importance of milk in the human diet was learned.

A scientific foundation was laid, upon which is built our present system of feeding livestock.

The production of milk per cow has been increased more than threefold.

The causes of many animal diseases have been determined and methods for their control devised.

These are but a few of the outstanding events in the dairy field within the past 75 years.

Why has the progress of the past 75 years been ten times that of the preceding 6000 years? The answer is scientific research. Beginning about 1850 the problemsof agriculture began to come under the scrutiny of science. The dairy industry has received its full share of this attention. Both the milk producer and the consumer of milk and dairy products owe more than is generally realized to the chemist and bacteriologist, the engineer and technologist working unseen in the laboratory.

For example, no one can estimate the value of the Babcock Test to the dairy industry. This test supplies the basis for the purchase of over three billion dollars worth of milk per year. It also furnishes a means of determining the value of hundreds of thousands of individual cows through cow testing association activities. From careful estimates I can say the cream separator saves at least 80 million dollars annually to the dairy farmers of the United States.

An example from my own State, Minnesota, will illustrate the possibilities of research as applied to dairy problems. In one section of our State a mineral deficiency exists. Cattle often get into a terrible condition during the winter, becoming stiff in the joints and emaciated in condition. They chew bones and wood. The milk production almost stops. This trouble had been known since the country was settled, but no means of prevention found, and the cause was unknown. Three years investigation by the experiment station solved this problem. The animals were suffering from a shortage of phosphorus due to a deficiency of that element in the feed resulting from a phosphorus deficient soil. On the low phosphorus ration the cows require 20 per cent more feed than normal. Supplying the needed phosphorus in that area results in a saving in feed amounting to three quarters of a million dollars annually.

Let us take a typical dairy farmer, one somewhat above the average of those engaged in this business and see if his practices have been influenced by science.

His first concern is his crops. The varieties used probably were originated by plant breeders of some experiment station probably in his own State. He follows methods of planting and cultivation based largely upon the results of experiment station activity. His corn is preserved by placing it in a silo, following to the letter directions worked out by the experiment station. The round silo he uses was designed by an agricultural engineer connected with an experiment station. He feeds his cows alfalfa hay because of experimental demonstration of its value and grows it on soil treated according to the methods of science.

His work is mostly done by machinery which is the result of invention stimulated and directed by scientific investigations. His barn is ventilated by a system designed by an experiment station engineer. His cows, thanks to the method of breeding originated by Bakewell and others, have a capacity af at least twice that of cows of half a century ago.

In combating disease among his animals he is absolutely dependent upon science as developed and applied by the veterinary profession. His cows probably are tested for tuberculosis and abortion. The preventive measures followed are not based upon his own experience but upon laboratory work by some follower of science.

His methods of feeding cows, although he may not realize the fact, are based upon the work of chemists and animal nutrition investigators from Liebig to Haecker. His milking machine and cream separator were originated by applying principles of physics. His milk cooler is a heritage from bacteriologists. His milk is sold according to the Babcock test, originated by a chemist, its bacterial count determined by laboratory methods; it is subjected to pasteurization, a process suggested by the great scientist Pasteur; and finally the form in which

the city baby gets the milk and the amount allowed, is strictly according to the most recent scientific medical practice. If the product goes to the creamery, it is pasteurized, pure cultures of bacteria isolated originally in some laboratory are added to give the proper flavor. The process of butter manufacture is done according to the experience of 40 years of experiment station work. The composition of the butter is regulated by rapid chemical methods, all of which originated in some experiment station laboratory. If the product goes to the Land O' Lakes, or some other large marketing agency, it is analyzed for water, salt, fat and curd and a mold and yeast count made, the results of which are sent to the butter manufacturer as well as to the farmer board of directors. Imagine 25 years ago a group of farmers studying an analysis of their product and grilling their employee because the water content was too low or the mold count too high. This is a common occurrence today in Minnesota. Finally the food inspector may apply his standards, all based on laboratory finding, and determine if the product meets the requirements of law.

If time permitted I should like to enumerate a few of the many problems still before us in the dairy industry, problems which require scientific research for their solution. The State Experiment Stations and the United States Department of Agriculture are working on these problems as rapidly as personnel and funds permit.

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LEARNING TO FARM THE 4-H WAY.

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A radio talk by Joe Goodhouse, Jr., 4-H Club boy of Litchfield County, Conn., delivered through WJZ and 36 other stations associated with the National Broadcasting Company, at 2:05 p. m., Eastern Standard Time, Saturday, August 3, 1929.

I am a member of a 4-H dairy club and a 4-H poultry club in Litchfield, Conn. I have been a 4-H club member for over three years.

My club work started in January 1926 when the Litchfield Progressors Dairy Club was organized. At that time, the Club had ten members. This year we have sixteen members enrolled in the dairy project. Every year the club spirit has grown stronger and today our club is reputed to be one of the best in the County. This is largely due to the untiring efforts of our local club leader, George Dudley.

I also belong to the Litchfield Daily Cacklers Poultry Club which was organized in March 1928 with eight members. Due to the fact that all the members had birds from accredited stock, the club average shows a high egg production and a good profit above feed cost.

At present I own one grade cow, a purebred heifer, and a grade calf. They are all Guernseys. My cow freshened as a two-year-old on January 2, and to date she has produced 4,000 lbs. of milk and a return of $110. above feed cost.

Last fall I started poultry club work with 30 R.I.R. pullets and to date they have laid 138 eggs per bird and $3.45 per bird over feed cost. This spring I bought 280 eggs from an accredited flock and hatched 175 chicks and have lost but few to date.

I am 17 years old and for the last two years I have stayed home from school to help my parents and put the farm on a paying basis. Last year we had few cows so I did all the work on the farm and worked outside for other farmers. In March we started to ship milk and our five cows have returned a neat sum above costs.

Club Work has not been all hard work for me. I have been to Camp Vail at the Eastern States Exposition, to Junior Short Course at Connecticut Agricultural College twice, on two county judging teams, a member of last year's County Champion 4-H Dairy Demonstration team, and have had a chance to speak at various gatherings besides exhibiting at the county exhibits.

I am president of the Litchfield Progressors 4-H Dairy Club, vice-president of the Litchfield Daily Cacklers Poultry Club, and last year at State Club Round Up, was elected president of the Connecticut 4-H Club Presidents' Association. In the three years that I have been a 4-H club member, I have missed very few 4-H club meetings.

Club work has given me confidence in myself through meeting people, conducting club meetings, and speaking. It has given me responsibility and taught me to know the value of keeping records and some of the better practices of farming. 4-H club work helped me find out that I want to be a farmer, not directly because of 4-H club work, but because I love it. It has helped me to find myself and through whatever walk life may lead me I shall always strive to follow the 4-H club motto, "To Make the Best Better."

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MY EXPERIENCES UNDER THE 4-H FLAG.

A radio talk by Miss Dorothy Robinson, 4-H Club girl of Harford County, Md., delivered through WRC and 36 other stations associated with the National Broadcasting Company, at 2 p. m., Eastern Standard Time, Saturday, August 3, 1929.

As I talk to you today, I am going to imagine that I see before me boys and girls, mothers and fathers, and leaders who are interested in 4-H work -- who are trying to make the best better throughout our nation.

I am Local Leader of a 4-H Club in Harford county, Maryland. In our entire 4-H Clubs in the community there are approximately one hundred members. There is a Junior boys club, a Junior girls club and then two clubs are made up of the older boys and girls.

It seems to me that there are four factors which mean success in a club. These factors are cooperation, interest, planning, and that indefinable element known as club spirit. I am going to tell you how we have tried to secure these qualities in our club.

First of all, we have tried to secure cooperation by making the younger members and the older members feel that they are all working for one goal. Of course, the four clubs have different projects to complete and yet they all cooperate. We have in our club older boys and girls who are doing fine work. Some of them act as leaders with the younger boys and girls -- teaching them songs, helping the smaller girls with their sewing, the boys with their projects. This not only gives the older boys and girls training in leadership but also develops a cooperative spirit.

Second in importance to cooperation comes interest. This past year the girls in the Senior club carried out an "Own Room" project. The girls were interested in this because they could see immediate results. We painted old furniture, made quilted pillows, curtains, parchment lamp shades, waste paper baskets, stocking boxes, and framed pictures suitable for a girl's room. In many cases the girls have not only arranged an attractive room of their own but have started to improve the whole home. We had a contest in connection with our project. We divided our large group into two sides -- the "Greens" and the "Whites". At every meeting a report was given. In order to have a perfect record, every member must be present and have her work. Two large charts were placed on the wall and for each perfect score, the side having it received a silver star. All individual projects were completed and a member without her special work for the day was unusual.

In our county we have a club camp that is owned by the clubs in the county. There are dormitories there and a concrete swimming pool. Every boy and girl in our club is proud of that camp. For the past two years our boys and girls have given one hundred dollars toward the upkeep of the camp. It is only a small amount but it helps to show how we appreciate what club work has done for us. I will tell you how we made part of our two hundred dollars.

We had what we called "Old Hen Day". Every boy and girl was to bring an old hen. We decided to have a contest between the boys' club and the girls' club. Two of the boys collected over twenty old hens. The girls lost, so at the end of the year we gave a picnic for the boys. One hundred club members, our county agent, and home demonstration agent were there.

All of our boys and girls try to attend either county camp or our State Club Week at the University of Maryland. We made enough money last year to give five dollars to each girl to help with expenses at the County or State Camp.

The third great factor is planning. At the beginning of the year we meet and plan a year's program of work. Suggestions are made by the girls as to what project they wish to carry out. For every meeting a special committee is appointed to be responsible for the program and another committee is responsible for the games, etc.

Lastly, club spirit is absolutely necessary for success. A good club spirit is obtained by developing one's own abilities, working out one's problems and above all, by helping others to do what is right. All of these help to make the best better -- help to make 4-H Club work the wonderful power that it is in our country.

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CHOOSING YOUR COLLEGE COURSE.

A radio talk by Dr. Walter Hullihen, President of the University of Delaware, Newark, Delaware, through Station WJZ and ~~36 other stations~~ associated with the National Broadcasting Company, at 2:00 p. m., E. S. T., Saturday, August 10, 1929.

More than 100,000 boys and girls who finished their high school course in June are planning to enter the Freshman Class in some college or university next month. Some of these 100,000 are listening in at this hour and what I have to say is addressed to them.

When you finished school this past session, received your diploma, and later heard from the college that your credentials were satisfactory and that you would be admitted to the Freshman Class, I know just how good you felt, what a relief it was to know that it was all settled, and that a long-anticipated goal had been attained.

Next comes the problem for some of you of deciding what course to take now that you have been admitted to college. It is a problem worthy of your best thought and attention. You must not decide it hurriedly or in any careless or haphazard way. Probably no decision you will ever have to make will exercise a more important influence upon your whole later life than this one. Fortunately it is not a decision that must be made by you alone and without advice. You have parents and friends whose advice will be helpful. And when you reach college you will find persons who are especially well qualified to advise you about this important subject. They, too, will be glad to give you the benefit of their experience. But I want to impress it upon you that even they will not be able to help you much unless you have yourself given the subject a lot of thought, and I am going to try to suggest, in the few minutes we can talk together, some of the general principles upon which, it seems to me, you should base your choices in your college course.

Some of you, I am sure, have not yet decided whether you will take one of the distinctly vocational courses, such as Engineering, Home Economics, Agriculture, or Business Administration, or will enter the College of Arts and Science to take what is called the "general college course."

The guiding principles are much the same for both. Choice of one's work must be based upon these three things: Your purpose in taking it; the interest it has, or promises to have, for you; and your aptitude for it. And these are, to my mind, of importance in the order named.

Now as to
Vocational Courses

In choosing any vocational course you are probably choosing your life work. Before making even a tentative decision about any special vocation, you should, of course, try to ascertain everthing you possibly

can about the kind of work it involves, and what qualities and capacities and tastes are necessary to make success in it possible. You should try to find out whether you possess those qualities and capacities - and whether the kind of work involved holds any fascination, any real attraction for you; whether in the light of all you can learn about it you believe you can find happiness, or at least satisfaction, in devoting your life to it. Not a few students coming to college, I have found, never ask themselves these questions and decide to study - Engineering, for example - merely because some friend has recommended it; or because they have been told that those who finish the Engineering course get "jobs" more promptly than most other college graduates. The result for these boys is often, of course, failure, disappointment, wasted time and money.

What is true of Engineering is equally true of other undergraduate vocational departments: Home Economics, Agriculture, Education or Teacher Training, and Business or Commerce.

You must find out, from those who know, what sort of a career is offered by that one of these in which you are interested, what capacities and talents it requires; and measure yourself, your tastes, inclinations, and abilities in an effort to find out whether it seems to be the right choice for you.

As to the program of studies in college, after you have made your decision, that will be, in the main, definitely laid down by the college. But there will be in every program some opportunities for "election", or choice, over a wide range of subjects.

In regard to these "electives", or free choices, in the vocational courses, I should advise you not to use them for subjects directly related to your vocation. The schedule required by the college includes all that is essential in purely vocational subjects; and the greatest drawback about our vocational program in the colleges, it seems to me, is that they are of necessity almost entirely given over to vocational subjects and tend to a certain degree of one-sidedness, or narrowness, through this specialization; whereas one of the great needs of our nation is that college trained men and women should be one element at least in our population with breadth of view, and depth of sympathy, and an embracing interest in everything worth while. So my advice to you is to think of broadening your education and your outlook rather than of still further strengthening your technical training, when you are deciding what your "electives" shall be.

General or Arts and Science Course

Now as to the A and S, the Arts and Science or "general" course. ("Air and Sunshine" course it is sometimes invidiously, or perhaps enviously, called by the vocational students who have never tried it.) Those of you who are going to enter the "general" or Arts and Science course have just as important and quite as difficult decisions to make as those in the vocational programs, but you have perhaps a little more

time in which to make them, because your Freshman Year will be very much the same whatever your final decision is to be about your course as a whole. There will be some alternatives in the first year but such choices are in the main determined by your high school course and by the schedule of classes and hours.

In many colleges, however, a course, called a Survey Course, is given in the Freshman Year, which every Arts and Science student should take, if it is offered. For it will introduce you to many of the great departments of knowledge and give you something like a bird's eye view of them, which will enable you to judge much more surely and much more intelligently what courses you want to take as you go on in your college course and have to decide what you will make your "major" department.

One of the important considerations for you to note is that the Arts and Science course suffers from a disadvantage quite the opposite of that noted in the vocational courses. By the very breadth and richness and variety of what it offers it lends itself to diffuseness and lack of integration quite as much as the vocational courses do to over-concentration. Against this you must guard. The college itself bears it in mind in the programs it suggests, but, when you enter college, you will have a large degree of freedom in making final decisions and upon you will rest the responsibility for getting out of your college course the highest values it can have for you. Hence the importance of having some guiding principles upon which to base such decisions.

Purpose Most Important

I have already suggested that in my opinion those guiding principles should be: Purpose, interest, aptitude. And by far the most important of these is "purpose" - the objective of a college education.

A definitely conceived purpose, or objective, must be held constantly before your mind - and your will - and all of your studies must be consciously and intelligently related to it. That is, you must try to recognize at all times just what contribution each subject of study is making, or can make, to this controlling purpose. In no other way is it possible to integrate your course, to make it a coherent and purposeful whole.

For lack of such motivation, and the compelling interest it creates, many a college course has been an arid, as well as an aimless, thing, from which the student has turned away to other interests, in order to find an outlet for his energy and his enthusiasm, thus missing in large measure the contribution the college could have made to his life.

If you have never formulated your conception of the purpose of a college education, you should do so; and perhap I cannot do better

than to end this talk with statement of what it seems to me, stated in its broadest terms, is the purpose and objective of your college education, whether you are an Arts and Science or a vocational student.

The purpose of your college course is, it seems to me:

(1) To secure specific and useful information with which to guide your your judgments and enlighten your opinions.

(2) To secure mental training, thru the processes of analysis, synthesis, and the expression of thought in many different subjects, to fit you the better to solve the problems presented in your later professional, business, and civic life.

(3) To open your mind, (as President Hyde once said), to the great departments of human interest; to open your heart to the great spiritual motives of unselfishness and social service; and to develop your will to a fine and manly self-control.

(4) To gain, through a broad knowledge of man's history and growth, a standard by which to measure and evaluate, sanely and justly, yourself and others; and the power to discriminate between the apparent and the real, the false and the true, the evil and the good.

In a word, to sum it all up in a famous quotation, the great purpose of a college education is: "To know the Truth, that the Truth may make you free."

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THE AGRICULTURAL MARKETING ACT AND THE LAND GRANT COLLEGES

A radio talk by Dean H. W. Mumford, College of Agriculture, University of Illinois, Urbana, Illinois delivered through Station KYW and 36 other stations associated with the National Broadcasting Company, August 10, 1929 at 1:35 p. m. Eastern Standard Time.

New resources, new methods, new problems have come to farmers as a result of the Agricultural Marketing Act approved June 15, 1929. The cooperative marketing movement seems to be due to receive a stimulus in the United States such as few countries have ever tried to give it.

The Federal government is extending toward agriculture a friendly hand. The four fingers of this hand are loans to cooperative associations, stabilization corporations, clearing house associations and insurance against loss through price decline. The advisory service afforded to farmers by the Federal Farm Board and by the advisory councils for the various agricultural commodities may be said to be the thumb of this new hand. With $500,000,000 authorized for its use this hand should be able to act with a firm grip.

As the earlier press statements reach us from the Federal Farm Baard emphasizing efforts to bring farmers together on a high plane of relationship in their market dealings, it appears that we may indeed be facing a new era for American agriculture. There is an old Norse proverb which says, "Bare is back without brother behind it." Perhaps it is not too soon to say that if the Agricultural Marketing Act is administered throughout with the degree of sympathetic understanding shown during the first few weeks American agriculture may have a sense of recognition in the brotherhood of business fields and occupations.

No new development of such outstanding administrative importance can fail to have meaning for all of the established agencies for agricultural improvement.

The institutions that are included in the American Association of Land-Grant Colleges and Universities are among the agencies for agricultural improvement to which this Act has a very great importance.

In the spring of 1927 a study of the agricultural situation was begun by a special committee of our association. The report submitted by this committee in November of that year was published as a contribution toward the development of a national policy for agriculture. Let me call attention to some of the points emphasized in that report.

"The history of agriculture in older countries suggests that the United States must guard against a decline in agriculture such as has followed industrial expansion in the older countries. This decline has proceeded in some of the older countries to an extent which places the farming business on a distinctly lower plane than are the comparable occupations. . . Unless the State and the Federal governments are prepared to give effective attention to the problem of the rural people and extend to them benefits that are comparable to those extended to other industries, agriculture in the United States will inevitably decline."

This very pointed statement issued by men occupying positions of educational leadership in agriculture is not too pointed, I believe, and was not made at too early a period in our agricultural history.

Notice the following suggestions relative to national agricultural legislation.

"In such legislation the following fundamental should be observed:

1. Legislation should be adopted in advance of emergencies.
2. The foundation and purpose, as well as the administration and operation should be as simple as possible and free from political bias and political pressure.
3. Emergency action should terminate when an emergency ends."

"The objective of legislation should be the permanent advancement of agriculture. Involved therewith may be the removal of the causes of severe agricultural depression; the bringing to bear of such temporary action as will minimize the necessity for radical readjustments; and the making of such provisions as are possible to prevent severe fluctuations caused by seasonal variations in production."

Any one who examines the Agricultural Marketing Act of 1929 will be impressed by the very broad powers granted to the Federal Farm Board with the obvious intention of dealing effectively with problems of this kind.

Mr. Alexander Legge, the chairman of the new board, in an address before the American Institute of Cooperation at Baton Rouge, has recently answered for us the question as to what the relation of the Board is to be to "other agencies now in existence -- the great Department of Agriculture, the large Extension Service, the State Agricultural Colleges and Experiment Stations and each and every other Federal and state agency working for the advancement of agricultural "interests?" May I quote his words?

"We do not see that there should be any serious interference with, or disturbance of, existing agencies. Congress has very wisely asked us to avoid duplication, a sentiment with which the Board is in full accord. Certainly we do not propose to interfere with or transfer to the jurisdiction of the Board, any Governmental activity unless such transfer is in the interests of greater efficiency and more effective service to the American farmer. There may be some work which peculiarly fits into the operations of the Board and is essential to its efficient operation.

"I want to assure you, however, that as a general rule, it will be the policy of the Board to call on all Federal and state organizations for assistance and cooperation, perhaps to an extent that may cause some of you to think we are trying to get them to do our work. The task before us is of such magnitude that a common-sense program requires that we utilize to the fullest extent every agency in existence which may be able to contribute anything to the cause."

This recognition of the fundamental services being rendered by agricultural colleges, experiment stations and the cooperative state and Federal extension service, is in keeping with the records of past performance established by these agencies. You are all familiar with the fact that the colleges of agriculture were established under the Morrill Land-Grant Act passed by Congress during the troubled days of the Civil War and approved by President Lincoln in 1863. There after followed in due course the establishment of the agricultural experiment

station and the agricultural extension service. Thus there is a three-fold activity including the teaching of undergraduate and graduate students, the conducting of experimental and other investigations, and the dissemination through country farm advisers and other cooperating agencies of tested agricultural facts available from the various sources.

The agricultural experiment stations have already done a great deal, both before the Purnell Act became a law and since, to throw light upon the problems involved in the marketing of farm products. A very large proportion of the early work that made possible the marketing of livestock according to classes and grades was done at the Illinois Agricultural Experiment Station. There are many types of pioneering work in connection with marketing that can be done by colleges and universities with very high probability of success. The scientist is used to looking forward to new fields of conquest with an ever eager eye. If trained with proper perspective he is never lacking in appreciation of what is here now, but because of his knowledge that adjustments at other places and times show that there must be adaptation above all else he is ever alert to know in what respect things may be improved. The agricultural scientists we believe rather generally merit the highest praise for their conscientious, helpful and in some cases brilliant contributions to the understanding of marketing and other problems connected with supplying consumers adequate amounts of foodstuffs and other agricultural raw and finished products.

Institutions of this kind may be expected to use their energies in tested ways to forward programs that contemplate the welfare of agriculture and the nation.

In closing this statement of good will toward the new enterprises of helpfulness to agriculture I think you will agree with me that our general public may do much for agriculture without going beyond the bounds set by propriety. Efforts on the part of the whole people to be fair and helpful to agriculture have usually helped non-agricultural people as well as those engaged in farming.

The seemingly unanimous response of our farmers and their leaders to the appeals for putting themselves into a position for benefiting over a long series of years from the provisions of the Agricultural Marketing Act of 1929 is one of the finest signs of our times. Permanent improvement of agricultural conditions both on the side of marketing and production, should be a result of the combined efforts of the Federal and state agencies.

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4-H CLUB WORK CHANGES THINGS

A radio talk by Anna C. Probasco, Mercer County, New Jersey, delivered through Station WJZ and 32 other stations associated with the National Broadcasting Company, September 7, 1929.

--ooOoo--

I wish every one of you could go with me on a trip through the dairy sections of New Jersey. I'd like to show you, first hand, that about 95 per cent of the progressive dairy farms are represented by boys and girls or both in the junior dairy organizations of their communities.

Why?

I think I can answer it best by telling you the story of Jim.

Jim starts in club work at the age of 10 without ever having thought so very much about cows except that he likes them. His calf will probably be about a three-months old heifer. The county club agent suggests a satisfactory ration. The chances are that Jim will insist on his calf being fed just as the county agent suggests. He doesn't really know or care why that is the best way. When fall comes, if his animal is considered by some leader to be a show animal, he will begin the feverish excitement of fitting her for the State fair. He brushes her, blankets her, feeds her as the county club agent says is best. He may win or he may lose. It's his first experience. If he wins, he brags; if he loses, he squeals. He's just a clubber in the making. But things are happening to Jim. He sees somebody's animal in better shape than his. He wonders why and how. He asks questions and learns little tricks worth trying.

In the meantime there are club meetings. He learns that scrub bulls are taboo. He talks to Dad. Next week we find that Jim's dad has a pure-bred bull. Interest in this club project is aroused on all sides. With Jim's heifer and Dad's bull we have a foundation. As time goes on, heifer calves are raised. Perhaps a new female is introduced into the herd. Lo! a pure-bred herd has been started. With this start comes the question - How about fixing up the barn a little? If Jim and Dad have been wise, they've seen some good barns when they've attended breed field days and other sorts of outings. We find cobwebs coming down; boards coming up; then we have a cement floor, more windows, better yokes, ventilators, water cups, each one added in its turn. Probably they'll only have the windows for a while. When it's all finished, it's so much nicer that it surely is worth keeping a little cleaner than the old barn. Anyhow the new windows will show all the dirt. Now Jim and Dad have a foundation herd, a clean, improved barn. But what about that bull? Certainly he needs a safe pen. First thing we know his highness is installed in a modern bull pen. Then there's the problem of feeding for production. Sure, Dad, I know how. Remember our feeding programs at club meetings? And then comes the job of finding an economical yet satisfying ration. With that finally settled, there is yet another thing to be done. Yes, sir, Dad. Let's keep records on your animals just like I'm keeping on my club stock. There may be a Cow Test Association nearby. If so, Dad joins, as much enthused as Jim over learning something about dairying. Or, if Jim is a willing lad, he may keep the herd records himself.

Weeding out the boarders is the next obvious job. Perhaps the cost of producing 100 pounds of milk is higher than on Jack's dad's farm. Let's make ours better! So feed is changed in an effort to keep this cost at minimum. Soy beans and sweet clover are sown to keep milk production steady during the summer. Alfalfa hay is grown; a silo is erected and filled. Feeding for production at minimum cost goes on following ideas obtained at club meetings. Jim and his dad have a herd largely of purebreds, a barn modern in a practical way, feeds balanced carefully, records on every animal.

The farm next door not in club work is still trying to get along with a herd of scrubs that look as much like true type as -- well, as an ant looks like an elephant. The barn is dirty, cobwebs enough to hang one. There's no silo, no alfalfa hay; in short - nothing much. Jim and his dad are progressive. The neighbor is trying to make out in 1929 with no more than his father had in 1865. Both can't survive the modern competition. Who quits - Jim and his dad? Usually, it's the other fellow.

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THE 1929 NORTH CAROLINA SHORT COURSE

A radio talk by Edmund Aycock, Wayne County, North Carolina, delivered through Station WRC and 32 other stations associated with the National Broadcasting Company, September 7, 1929.

4-H Club work brings a great variety of experiences to members. Of course members will disagree about the most and the least pleasing of these kinds of experiences. Today I want to put in my ballot for the State short courses as "the Most pleasing feature" of 4-H club work.

It has been my privilege to attend four State short courses at the North Carolina State College, Raleigh. The fourth one was the 1929 course, held last month. This was the best and largest short course we have yet had. From the different sections of our great State we gathered -- 779 of us -- to hear discussions of our agricultural problems and to study and plan how we can help to solve these problems and thus keep our State in the fore-front of national progress.

We worked at Raleigh, and we played -- and thoroughly enjoyed both. Every one of us attended classes for four hours every morning; at noon we met in assembly to hear noted speakers and special 4-H Club reports; afternoons three hours of educational sightseeing tours about the State capital.

Then in the evening at our vesper services, we joined in devotional exercises and then we were addressed every evening by some interesting speaker.

We didn't have so many contests to keep track of as you do in your ten-day State fair or big International Exposition but we all got quite excited over the competition to select the Health King and Health Queen of the State. The winning boy was Boyce Brooks of Duplin County, with a score of 99.1. Miss Ruch Coleman, of Alamance County, scored 97.9 to win the Health Queen diadem.

In 4-H club work the candle is the symbol of service and our last camp fire featured the candle lighting ceremony. It was a beautiful and inspiring scene as we all stood about the camp fire, lighted by Dean Schaub, from the remains of last year's fire, and listened to a heart to heart talk by Mr. Harrill, our State Club Leader, impressing on our minds the importance and bigness of the work that the 4-H clubs are designed to foster. Then, as with lighted candles we formed an unbroken circle and sang the inspiring "Ploughing Song" and "Follow the Gleam," we all firmly resolved to do our part in bringing about better agricultural conditions in our country.

Besides the information and inspiration to be gained at a State Short Course the recreational side of club work is not overlooked. Every evening after Vespers we had an hour or so to play games and get acquainted with the boys and girls from other sections of the State and this has a wholesome and broadening effect on us. Learning to cooperate with one another now will pave the way to better cooperation among us when we are grown men and women.

4-H club work has meant a lot to me as an individual. Since I joined the Nahunta 4-H club in 1925, I have completed sight projects, four in cotton, two in corn and one each in early peas and beans. At the present time I am experimenting with two plots of cotton using the same cultural methods for each but different fertilization. I have never failed to take advantage of every opportunity that was presented to me in the form of contests, short courses, encampments, essay contest and judging teams and while I have not always won the contests, I feel that I have been amply paid for the time and effort in the added knowledge I have gained.

At the end of four years of club work my financial gain from the profits of my projects and the prizes I have won is over six hundred dollars and the information and inspiration I have received from my contact with the workers of the Extension Service, and the pleasure I have received from working and playing with other 4-H boys and girls is not to be measured in dollars and cents.

Speaking for North Carolina's 23,000 club members, I wish to extend to the 700,000 other club members of the United States greetings and best wishes and especially do I want to send greetings to you from the Nahunta Club in Wayne County, North Carolina. Folks we have a great organization, 700,000 of us working together toward the same objective will be bound to exert a great influence in the near future and my advice to all farm boys is to join with us to hasten the day when there will be better living conditions on the farms of the United States.

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HARNESSING SCIENCE TO THE PLOW

A radio talk by M. S. Eisenhower, Director of Information, United States Department of Agriculture, through WRC and 31 other radio stations associated with the National Broadcasting Company at 2 p.m., E.S.T., Tuesday, September 10.

I was brought up in a small town out on the Great Plains. It is a town not much more than a dot upon the sweep of an empire of wheat lands.

Among the many indelible impressions of my boyhood are two remarks often made by the veteran farmers of the region: One, that the farm is lonely and isolated; the second - and it has no relation at all to the first - that you can't teach an old dog new tricks.

The first remark was undeniably true in those days. Only 20 years ago, President Roosevelt's Country Life Commission pointed to isolation as one of the farm's greatest evils. Today, good roads, the automobile, the telephone, the radio, have made rural loneliness a memory. Sometimes, a pleasant memory. Indeed, it wouldn't surprise me to hear of farmers running off now and then to some isolated fishing camp to escape the hurly-burly of modern existence.

Regarding the second remark, that you can't teach an old dog new tricks, apparently that never was true. The disquieting truth seems to be that no matter how old we are, we can't stop absorbing knowledge. In the Department of Agriculture we have the practical proof of comprehensive studies showing that farmers past the age of fifty take to improved farming practices just as readily as younger men.

These same wheat farmers who thought they couldn't learn new tricks, have harnessed science to the plow. They have the ability and they eagerly follow the findings of science. Telephones, automobiles, radios, and machinery are part of their every-day lives. They have seized upon better adapted varieties of wheat; they are using better control measures against plant diseases and insect pests. They have conquered some of the heaviest burdens of work by use of tractors, combines, and other machines. All this is true of more than wheat farmers. On the whole, we have become embarrassingly efficient as producers; so efficient that we are struggling now to merchandise our vast supplies of food and fibre at a profit to producers.

The basis of our progress in production during the years since the World War has been fact-finding and invention. Nothing is done by guess in this age. The basis on which the marketing system must be rebuilt in the interests of producers is knowledge - knowledge of the facts of supply and demand, knowledge of how to organize effectively to make supply meet demand evenly. And the superstructure of modern production methods and marketing machinery is woven together by INFORMING the 6,000,000 individual farmers of the facts.

So, naturally, a marked growth in INFORMATION and EXTENSION services has gone hand in hand with the development of agricultural efficiency. Last week Dr. Warburton told you of the expansion of the Extension Services - State and Federal. Today, I shall give you a few high-lights of agricultural information work in recent years.

Probably most of you would be somewhat surprised if you went to your mail-box tomorrow morning and found 15,000 letters addressed to you. If you mail continued at that rate throughout the year, you would have to answer about 5,000,000 letters. That is exactly what takes place in the United States Department of Agriculture. And that is only a rough guess - the Office of Information mails annually about 30 million publications which have been specifically requested. Such requests to not require personal replies. It is good that they do not; otherwise our staff in Washington would have to be greatly expanded.

Often one of you asks a question about insects that makes it necessary for some one to obtain material from three or four separate bureaus in the Department. I have received letters requesting certain statistics that required a week's work on the part of one man before a satisfactory reply could be made. All letter writing consumes time. Obviously, it is out of the question for us to correspond individually with some 27,000,000 farm people and additional millions in the cities who are vitally affected by the Department's work.

In fact, we try to make it unnecessary for you to write to us for information. It is our task to make facts about agriculture available to you as soon as they are in our hands.

When the Department finds facts, we do not wish to keep them secret. It is just as important for us to distribute knowledge as to get knowledge. We really haven't any choice in the matter. The organic act, establishing the Department, makes it clear that every shred of information gathered shall be given to the public. It is useless to spend millions of dollars on research, only to file away the results of research in secret pigeon-holes.

The Office of Information uses three closely related methods to carry information to you. In the Department we broadcast daily by radio, we supply news and educational material to newspapers, farm journals, and other periodicals, and we issue literally tons of publications.

Last year our Press Service issued more than 1,000 news releases. In addition to this, the Associated Press, the United Press, the Newspaper Enterprise Association, the International News Service, and others supplied virtually every daily newspaper in the nation with agricultural features based on material from the Press Service. Then, too, the 48 colleges, the Experiment Stations, and thousands of county agents and home demonstration agents regularly supply stories to the press. At least 3,500 public persons in this country write agricultural news and feature stories regularly. This number does not include the many scientists who from time to time publish valuable papers summarizing their work. People in or cooperating with the Department of Agriculture alone give about half a million stories to periodicals each year.

Newspapers and magazines use this material. Farmers and others read it. A survey now being conducted indicates that newspapers today use about twice as much informative material on agriculture as they did ten years ago. The farm journals, of course, are made up almost exclusively of information

for rural people. Country newspapers in all sections are carrying pages or departments devoted entirely to agriculture. About 90 per cent of the farmers of the United States subscribe to one or more farm journals; 70 per cent take a daily newspaper; and nearly 55 per cent take a weekly newspaper. Farmers read and apply what they read. A recent survey shows that articles published in newspapers and magazines constitute one of the most effective and relatively cheapest means of introducing improved farming practices to the men on the land. That wouldn't be true, of course, if the men on the land didn't read and heed what they read. The farmers want the facts, which makes it all the more necessary that the facts we distribute be absolutely accurate.

All of us are deeply appreciative of the effective educational work in agriculture carried on by the press.

Now a word about publications. We would like to give every farmer in America just those bulletins which will help him in his business. That would cost far more than we can afford. However, we do the best we can. Our bulletins are free so long as the supply lasts. You can write to us or to your Congressman for a full list of all available publications. They cover almost every phase of agriculture. During the past two years we distributed, entirely free, nearly 60,000,000 publications. About 25 million of these went to farmers. During the War period of expansion in production, we distributed about 80 million publications annually. But, to be fair, a comparison should be made with more normal times. Since 1922 the demand for agricultural publications has greatly increased, this increase is felt in the state information agencies, too. This is another example of the simultaneous progress of Information and farm efficiency.

We have no comparison of the agricultural use of radio now and 10 years ago. The reason is simple. A decade ago there was no radio broadcasting. But since radio HAS come on the scene, it has made itself indispensable to any program of agricultural information. About one of every four farmers has a radio. We try to make these radio sets useful to the farmers. Two hundred and 15 stations daily broadcast weather reports. One hundred and 10 send heavy schedules of market news each weekday. More than 150 bring you syndicate information services from the Department. Now the National Broadcasting Company has linked 39 stations for these daily programs from Washington.

Through the cooperation of the broadcasters of the nation, extended just as freely as is the aid of the press, the Department of Agriculture makes more extensive use of radio than any other educational organization. All told, 290 of the 610 broadcasting stations in the United States cooperate with the Department. They help to provide you an instantaneous connection with your market, a private-wire service on weather reports, and a next-door-neighbor acquaintance with the scientists and economists of the Government.

Through our publications, and in cooperation with the press and the radio broadcasters of the nation, we hope to bring to your attention the facts upon which, as I said in the beginning, prosperous agricultural industries must be founded.

A friend of mine said facetiously the other day that "you information men are trying to do for this generation what Socrates in his more or less genial way attempted to do for his people of ancient Greece." However, we hope that with all the agencies developed by modern science and ingenuity we may be slightly more fortunate in our generation than the Hellenic teacher was in his. For, after all, the schoolboy, when asked to write an essay about Socrates was able to produce only the following, which does seem to leave something to be desired. The schoolboy wrote: "Socrates was a great man. He was a sort of a tramp. He went around telling people what to do and they poisoned him."

We also aspire to the laudable function of telling people what to do, but we hope to escape the hemlock.

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4-H CLUB BOYS' PROGRESS

A radio talk by Joe Boyle, Illinois 4-H Club boy, delivered from the Chicago studios of the National Broadcasting Company through a network of 36 stations associated with the National Broadcasting Company, Saturday, October 5, 1929.

It is indeed a pleasure for me to have this opportunity of speaking to my club friends of these United States.

During my club experience in the corn project I have found demonstration team work to be the most interesting and instructive club activity.

Realizing the value of demonstration team work to the club members and to the community, our county leader suggested that we develop a team to compete in the county contests.

I first became interested in demonstration team work in 1928 when our county leader urged all the local clubs to enter a team in a county contest which he was planning. Our club, the Clear Creek Boosters, decided to enter a team in the county contest. Joe Baumgarner and I were selected for our team. By the way, Joe was one of the Illinois Club delegates to the first National Club Camp.

Living in a community where corn is the main crop, and having learned in our corn club work that corn yields could be increased by the proper selection of seed, we decided to demonstrate on the subject "Control of Corn Diseases through Selection." We were fortunate to be judged the winning team at the county contest and to receive the honor of representing our county in the sectional and state contests. We placed third in each of these contests. We placed third because we had not used enough devices to show just how seed corn is improved, and had made too much of an illustrated lecture out of our demonstration.

While at the state contest in Springfield, we were permitted to stay at the 4-H Club camp with 500 other boys and girls. The camp is a wonderful place to get acquainted with some of the best club members from all parts of Illinois. It is a week that will be remembered as one of the most inspirational of all my club work. Here we became more interested than ever, and immediately started plans for our 1929 demonstration. We saw the best teams from the various counties in the state contest and learned several things about demonstrations which we thought would improve our own.

This year plans were made in our county for a much larger contest. Prizes and ribbons were offered for the three highest teams with a free trip to the district and state contests for the winner. Each local club was allowed to enter as many teams as they wished. Our club developed two teams.

We spent more time on our demonstrations this year and felt that it was better organized and more comprehensive. We profited from our previous year's experience. In addition to a large number of well selected samples of corn, we used charts and germinated seedlings to illustrate our points as we talked. It took considerable planning and work to have germinated seedlings of the right age to illustrate our demonstrations for each of the

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contests. We also used growing stalks of corn to show evidence of disease. We used charts showing that through the selection of average seed corn the yield could be increased (5 to 7) bushels per acre.

With this demonstration we were more successful, winning first in our county contest, first in our district and the State Championship at the Illinois State Fair.

The greatest thrill in being State Champion was the satisfaction of staying on the job until we reached our goal, and not being discouraged when we were defeated in other contests. Each time we met defeat we stidied harder for the next contest, and improved our demonstration every time we could. As proof of improvement we were able to place higher from contest to contest.

We have given our demonstration at the Farm Bureau Picnic, 4-H Club Achievement Day, and other meetings in the county. Many of our people have seen our demonstration and they are seeing the value of using better seed corn. Many of them are testing the seed to eliminate diseased ears.

My teammate, Joe Baumgarner, and I greatly appreciate the assistance given us by our leaders, and for suggestions from the State Club leaders; also for this opportunity to tell my fellow members of the pleasures and knowledge gained in demonstration team work. It is one of the greatest educational features of club work.

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THE WEALTH OF THE INDIES

A radio talk by Miss Esther Sietmann, 4-H Club girl of Iowa, delivered from the Chicago studios of the National Broadcasting Company and through 36 other stations associated with the National Broadcasting Company, Saturday, October 5, 1929.

How-do-you-do, fellow members of the American 4-H family, and our friends:-

When the Iowa delegation to the first National 4-H Camp arrived in the Washington, D. C. Station we read this oft-quoted statement:

"He who would carry away the wealth of the Indies, must have the wealth of the Indies in his heart."

If we could come from our farm homes in every part of America and tell our club stories at one big council fire, we would all agree that the 4-H's have helped us find more than the "wealth of the Indies" right in our own rural homes.

Will you step back with me over eight glorious 4-H years, and come to my first club meeting?

A dozen of us learned for the first time what 4-H stood for. I was the youngest, the loneliest and perhaps the most unhappy of the group. Other girls' good times were not for me. I was too ill to go to school regularly or to care much about anything.

This "H" which stood for health interested me. Wouldn't it be wonderful to feel happily, thoroughly alive? Could I?

I learned about exercise, sunlight and foods and the earnest quest for glowing health began. Can you imagine the thrill I received when four years later our doctor announced I had won our local health contest. Then a still bigger thrill - - - I placed in the county contest. The four years of hard work for health had brought me real results.

Music is said to wash away the dust of everyday life. It was the next door that 4-H work opened, for me, for in our State 4-H girls have had music appreciation as a definite part of every club program since 1922. To make interest in music more keen there are county wide and state wide music memory contests. At every club meeting we heard the story and one selection of good music. When we had neither a piano nor a victrola we hummed and whistled the selection. Every girl could know about the composer and the message of the music because a music memory bulletin from the State Club Office belonged to every club.

Sometimes our work interested talented outsiders, who would come to our meeting and sing or play for us. For days after the meeting every girl I think, went about her work humming some lovely haunting melody. And it's loveliness became a part of our lives.

There is tense expectation at the County Music Memory Contests. Every club tries to have every girl there listening with both ears to every note. As soon as she recognizes the selection played, she writes its name and composer. To determine the score of a club the total points made by the members of one club are divided by the number in the club (not the number taking part) in the music memory contest. No wonder every club wants every member to know good music. This system puts a premium on loyalty and club spirit! This year the Iowa 4-H girls are having an introduction to opera through the study of "Martha". This promises to be one of our most thrilling adventures in music.

Last June at the State Convention every one of the girls there listened appreciatively while the strains of great master-pieces filled the room.

A "thirst for knowing" grows out of the "Head H". It started me thinking about college. "I'm going", I told myself after my first trip to the Short Course at Iowa State College. "How?" I didn't know. Again 4-H stepped in and pointed the way.

First came a $50.00 prize in a contest open to 4-H girls. Then the $250.00 Farm Journal Leadership prize came to me. That seemed a fabulous sum but it left many pennies to be earned at college.

At first I couldn't find work. Then someone heard that a 4-H girl who had won a national clothing contest was looking for work. Soon orders for everything from party dresses to children's clothes were pouring in. Club work made me want to go to college and it made it possible by pointing the way.

Last summer the most interesting experience of all came to me - a chance to spend every day of my summer vacation periods helping 4-H club folks because the Meredith Publications were interested enough to want a real 4-H girl on their editorial staff. Gathering material for club stories has given me an opportunity to visit 4-H state wide meetings of interest not only in my own Iowa but in many neighboring states and that precious college fund is growing because of the 4-H magic.

If I may speak for every one of my "longtime club sisters" in Iowa, I think it is because the 4-H's open up so many great fields of interest in art, in music, in pageantry, and in every project we study, that we would like to spend many, many years exploring each one.

Waving fields of grain, glorious sunset clouds, the hushed whispers of the leaves and all the other loveliness of our farm homes mean much to us, because they are a part of our search for Beauty, which our 4-H program stimulate.

And now, listeners-in, you have travelled with me down eight glorious 4-H years. Do you not agree that the 4-H's challenge the very best in each of us?

As I say "good afternoon" I wish that best for every one of you!

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STATE FOUR-H CAMPS

A radio talk by Sam Neal, 4-H Club boy of West Virginia, delivered from the Washington studios of the National Broadcasting Company and through 36 other stations associated with the National Broadcasting Company, Saturday, November 2, 1929.

I can truthfully say if you want to see "country life at it's best" in West Virginia, visit one of our State Camps. The West Virginia State Camp was established at the old home of "Stonewall" Jackson, the famous Civil War general. It gets its name Jackson's Mill from the old mill where "Stonewall" Jackson ground corn for the other farm boys. Every four-H'er who attends the camp feels something of the inspiration "Stonewall" Jackson must have felt when he was a boy there, the feeling that he wants to be better and do greater things than he has ever done before.

The men who founded this camp certainly were men of vision, men who looked into the future and saw that West Virginia not only has a wheat crop and a corn crop to be saved, but they saw the possibility of saving West Virginia's crop of boys and girls as well. These men had the idea of gathering together representative boys and girls from all over our state for a period of ten days or two weeks. Here they would give them, through practical activities, ideas which they might carry back to their communities and live out. Thus they would reach many boys and girls through the few, and would plant seed that would be continually raising the standard of each community.

West Virginia holds three State Camps each year, each of which is made up of different groups of people. The first one is called the "Volunteer Leader's Camp." It lasts ten days and is composed of young men and women from sixteen to twenty-two years of age who have already attended two State Camps. This camp is more in the form of a Four-H Leader's Training School. The second camp is made up of girls from twelve to sixteen years of age. The third camp is the boys' camp which is held the latter part of August. This year we had one hundred and fifty boys.

The campers are housed in a number of cottages built from funds raised by the Four-H boys and girls of certain counties. Each cottage is named for the county which built it.

All three camps are run on the same schedule. In the morning are the classes taught by specialists. It is in these classes that the Hand-H is developed. In the afternoon is the recreation and game period for developing the Health-H. After supper every camper joins in devotional exercises at the vesper service conducted by the boys themselves thus developing the Heart-H. All through the day, the Head-H is being developed. The council circle concludes the day leaving everyone with a feeling of peace and quiet which is impossible to describe. The camp fire on the closing night is the most impressive service of the whole camp. The awards are given out and those who have done outstanding work are given honorable mention. Those who do not re-

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ceive awards are inspired to do better the next year, and those who receive them want to go and receive higher honors. I shall mention some of the awards each year: A trip to the National Camp at Washington, a trip to the Eastern States Exposition at Camp Vail, Springfield, Massachusetts and some are awarded their expenses to the next West Virginia State Camp. Each year, the Governor of West Virginia gives a gold medal to the most outstanding camper among the boys and a silver medal to the one who stands second.

For four years I have been privileged to attend the West Virginia State Camp at Jackson's Mill. I believe the best investment my father ever made for me was when he paid twelve dollars, my expenses for the first ten days at our State Camp. After I got started I don't think anything could have kept me from going back, and I know the camp activities under trained and experienced leaders will have a lasting influence for good on my life. I owe a debt of gratitude to our State Camp that can never be repaid.

As I bring greetings from the Four-H girls and boys of our "Mountain State" to the thousands of Four-H girls and boys throughout the United States, I want to say that those of you who have not attended your State Camp or Short Course have missed something, and I trust you may have that privilege in the near future-the privilege of putting yourself in a place where it is possible to receive an enlarged vision, and with the vision may you have the determination to make "your community a bigger, better place in which to live."

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MY EXPERIENCE IN THE 4-H CLUB AS A MEMBER AND JUNIOR LEADER

A radio talk by Miss Ruby Richardson, 4-H Club girl of Indiana, delivered from the Chicago studios of the National Broadcasting Company and through 36 other stations associated with the National Broadcasting Company, Saturday, November 2, 1929.

I take great pleasure in speaking as an Indiana girl to Fellow 4-H club members and friends and telling something of my experience in the work as a member and as a junior leader.

Perhaps some of you do not know that Indiana and other states have the Junior Leadership Project for boys and girls who have had at least one year of club experience and who are 16 to 20 years of age. Indiana has 27,500 members; 10,000 boys and 17,500 girls. For three years Indiana has had the Junior Leadership Project. This year one hundred and fifty Indiana boys and girls are taking advantage of the junior leadership project for the wonderful training it gives them. We junior leaders are under the direct supervision of our county leaders. This project may be started any time between January 1 and June 15. In October, after the summer's work we prepare a record book containing information about the work of each member, such as, club enrollment, age, projects taken; judging and demonstration team participation; kodak pictures, newspaper pictures, news-clippings concerning the club; all meetings and special programs; exhibits and prizes won; a brief history of the club and also a record of the leader as a club member.

In Indiana we have many different projects for boys and girls so that every child of club age may have an opportunity to belong to a 4-H club and I do all I can to interest the girls, of my community, by telling them how much pleasure it gives one together with the benefits and fine experience.

This year I have had a fine group of girls to work with. They have been unusually interested and their mothers have encouraged them too. When one became discouraged the others cheered her and we have tried to help each other. We junior leaders have had many mothers tell us that their daughters are more interested when they have an older club member as their leader and working with them. My own club experience gave me so much inspiration and pleasure that I was inspired to help other girls. I have always been so interested in my club that all of our losses and disappointments have been an incentive to work even harder for success.

We had our first meeting at the school building but soon the mothers asked us to come to the girls' homes. This was much more interesting as it was so cheerful and pleasant. It also gave the girls an opportunity to act as hostesses.

All Indiana 4-H clubs that fulfill certain requirements are called Standard Clubs and given a club charter. We try to finish one hundred per cent, form a habit of finishing everything we begin, and not only finish our project but do it the best we can. Our club members are very eager to comply with all the requirements, to secure a gold seal given by the State to each standard club and to be painstaking in their work. With the cooperation and interest of all the girls we were able to finish 100%.

When the camp time came I was very anxious to see how many mothers would trust their daughters with me since I was young but to my great surprise I was given the pleasure of chaperoning fourteen interesting girls. We had never had more than six before. I had been to five 4-H club camps in previous years and had thoroughly explained the camp to them before they went. All of the campers had a fine time and expressed their regrets of having to leave so soon. Since I was a local leader I was on the Committee of recreation and helped lead four groups of girls each morning of camp in contest games. I also was counselor of a tribe of girls.

Each girl in our club took some prominent part in our Achievement Day program which they enjoyed so much. The results of our summer's labors were shown that day when the girls brought their work for exhibit and I felt that my time had been spent successfully. When we exhibited at the County and State Fair and won some of the best prizes the girls were very proud of our club.

Speaking for Indiana's 27,500 members I wish to extend greetings to the 700,000 other club members of the United States and all interested in 4-H club work. I would especially like to send greetings from Chicago to my own girls of the Blue Bird 4-H club and the Romney Home Economics Club of Romney, Indiana.

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WHAT HOME DEMONSTRATION WORK MEANS TO ME

A radio talk by Mrs. C. Nelson Beck, Charlottesville, Virginia, delivered from the Washington studios of the National Broadcasting Company and through 36 other stations associated with the National Broadcasting Company, Saturday, November 9, 1929.

May I take you to a little home, on a dairy farm in Albemarle County, Virginia, where a welcome awaits you at the white lattice gate. We will go up the flagstone walk into a cheery living room, where the log fire burns on the hearth and over our teacups. I will tell you what Home Demonstration work means to me.

In 1915 we moved to the country, and I found the problems confronting me more than I could solve. A magazine article told of the work of the Home Demonstration agents and realizing I needed this help a letter to our State Agricultural College brought the reply that the Demonstration Agent in our county would visit me.

With her help we organized the first Home Demonstration Club in our county, and one of the first in the State.

Under the supervision of our Demonstration Agent this group of farm women have discussed problems of interest to our members and have had demonstrations in many lines that were helpful to farm women.

In 1916, during the World War our club cooperated with the local curb market, and with the help of the agent my small truck garden was very profitable

Modern methods of canning were unknown to me and the demonstrations in canning, preserving and jelly making proved a blessing to a busy housekeeper.

In 1919, the Demonstration Agent suggested that I enter my flock of chickens in a farm flock contest. At this time my flock was culled, the first culling in our county. Later my flock won first place for Barred Rocks in the State Farm Flock Contest, and through the help of the Agent in my feeding and marketing problems I have been able to clear from $1,000.00 to $2,000.00 a year on my chickens. My hen house and brooder houses are built according to plans and specifications furnished by the Extension Division, and the success I have had in my poultry work has been due to the help and encouragement I received from the Home Demonstration Agent and Poultry Specialist from our State Agricultural College.

Let me show you through my home, a small remodeled house, and tell you of the help the agent has given me. A small porch was replaced by a stone porch across the front of the house; windows were taken out and French doors put in their place; partitions were removed, old cracked walls refinished in rough plaster; floors scraped, filled and stained under the agent's supervision. A low ceiling was removed and the rough beams exposed, a sun porch built, curtains were made to harmonize with the furnishings and a color scheme carried throughout the house.

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A water system, farm lighting plant and heating plant were installed and in every problem in which we needed assistance. it was gladly given by the Virginia Extension Service.

The kitchen, with its green walls, yellow curtains, cupboard painted cream lined with red, the sink the correct height, convenient placing of utensils and the breakfast porch nearby, all stand as testimony of the unfailing help and inspiration of our home demonstration agents.

Outside the house you will see the foundation planting of shrubs and evergreens, and the vista from the house of the flower garden, inside the rose covered fence. As we enter the garden, we have a view of a broad grass plot, bordered with shrubs, perennials and annuals, to one side, under old apple trees we find the box bordered rose garden, the water garden, the rock garden and hidden by a high hedge is the vegetable garden. In all of the yard improvement work, whether it was the right shrub for a certain place, or the plan for a rock garden, the agent and the Virginia Extension Service gave me every help that I needed.

The country woman has often felt a difference in her clothes has given her a "country" look. Thanks to our agents' demonstration of home made dress forms, the cutting of patterns, the selection of materials and the making of clothes, we no longer feel that we are only farm women, but we are proud that we live in the country.

Demonstrations in selecting table and bed linens, and the making of the same, have enabled me to set an attractive table and created an interest in the beauty of simple things.

To me the assistance given by the Home Demonstration Agent has meant efficiency at work, appreciation of beauty, physical comforts, health, happiness and a contented home.

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WHY OUR FARM FIRE LOSSES SHOULD BE REDUCED

A radio talk by Frank C. Jordan, President, National Fire Protection Association, broadcast from Station WRC and 32 other stations associated with the National Broadcasting Company, November 14, 1929.

Our farm fire losses should be reduced because-- 1st: They constitute an economic waste of large proportions, placing a heavy burden on the farm life of the country. 2nd: They are an unnecessary waste, being largely preventable. 3rd: They point to laxity in adopting prevention measures which have been developed and found to be effective.

The committee on Farm Fire Protection of the National Fire Protection Association estimates that fires on farms and in rural communities of this country take an annual toll of 3,500 lives and destroy property to a value of 150 million dollars, or approximately one-third of the total fire loss in the United States.

This tremendous waste challanges the best thought of the country and every one interested in farm life should give constructive thought to this problem and make special effort to eliminate needless fire losses.

With the exception of spontaneous ignition we believe there is no great mystery about fires on the farms or in rural communities. Studies of the records show four outstanding causes, graded as follows:

Sparks on combustible roofs.
Lightning.
Defective chimneys and flues.
Spontaneous ignition of hay.

The lack of public fire protection for the great majority of farms makes individual fire prevention of vital importance, and yet a special survey made by a large insurance company disclosed serious fire hazards on practically one-half of the farm properties covered by the inspection. Many of the farm dwellings had defective flues; many had old shingle roofs. Others had fire hazards equally as serious.

Studies covering the farm fires in one of the leading agricultural States show that 96 per cent of the barn fires and 76 per cent of the dwelling fires were total loss fires. It is evident that if our farm fire losses are to be reduced we must not allow the preventable fire to start.

The individual has it in his power to combat these fire hazards by adopting the following fire prevention measures:

Cover his roofs with fire retardant material, thereby eliminating the hazard which causes the greatest fire loss and also the largest number of fires.

Equip his major buildings with lightning rods, such protection being practically 100 per cent efficient in preventing lightning damage.

Repair defective chimneys and flues.

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Use care in the storage and use of gasoline and kerosene.

Exercise due precaution in the storage of hay and grain, thereby reducing the probability of fire loss through self ignition.

Provide a private water supply and some private fire fighting equipment.

These fire prevention efforts will certainly pay great dividends through reduced fire losses and greater peace of mind.

But beyond these measures the farmer should interest himself in public fire protection for the farm and rural community. Recently, I saw two farm-fires-- one was in a dwelling far removed from public fire protection. The neighbors lent a willing hand and saved some of the furniture but the dwelling, barns and outbuildings were totally destroyed. The other was in a barn a short distance from a city. The fire had a good start before it was discovered but a telephone call to the city brought several pieces of apparatus and the fire was confined to the original building, no damage being done to the large residence or other valuable properties on the farm.

Much of the farm value of the United States is within easy distance of some city, town or village and through proper cooperation public fire protection service of inestimable value can be furnished for the farms as well as the cities and towns.

One of the most encouraging signs is that eight States have passed laws permitting rural communities to purchase fire apparatus through taxation. Well equipped rural fire departments are now in use in many parts of the country. Stationed in a 24-hour garage in the town or village, they give service of great value to property within a radius of ten miles. This type of service pays great dividends and should be extended. Our farm fire losses should be reduced because they constitute an inexcusable and unnecessary waste not in keeping with good business judgment. The National Fire Protection Association of Boston and the United States Department of Agriculture stand ready to assist you in this fight. Write them and they will send helpful literature.